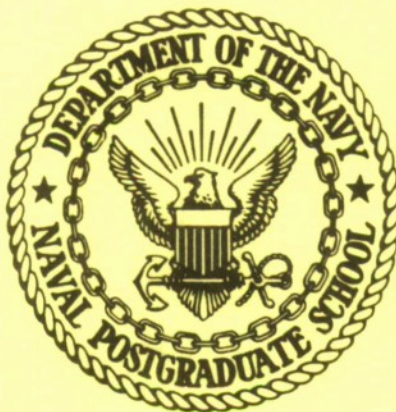


NAVAL POSTGRADUATE SCHOOL

Monterey, California



DESIGN OF AN OPERATIONAL RATING MANUAL

William H. Githens^{Harvey}, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton

June 1973

Final Report for Period
June 1972 to June 1973.

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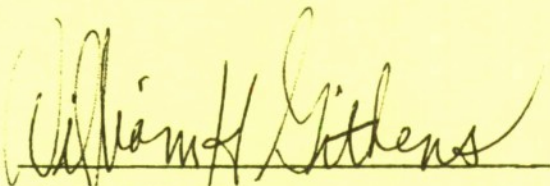
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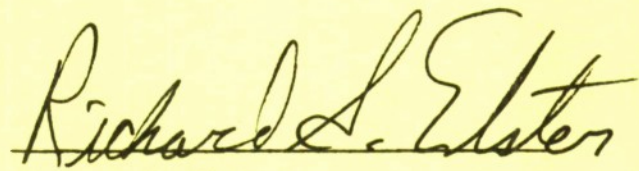
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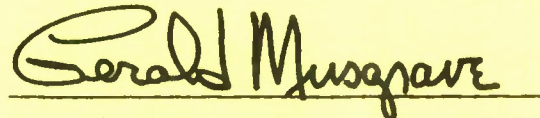
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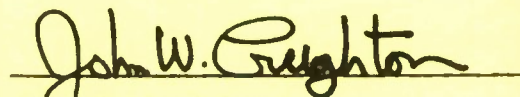
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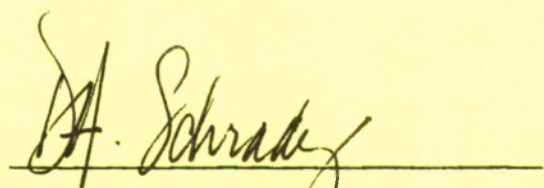

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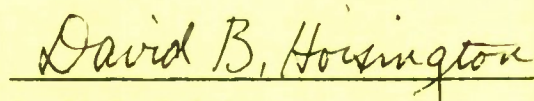

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report presents the results of efforts aimed at developing behaviorally anchored rating scales for selected Civil Service career occupations in Supply and Finance. Instructions and rating scales are presented for use by the line manager.		

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INTRODUCTION

This report is one of six Naval Postgraduate School technical reports documenting and describing a research project titled, "Design of an Operational Personnel Development and Evaluation System," sponsored by the Naval Material Command. The following is a listing of these six reports:

1. NPS-55Gh73061
DESIGN OF AN OPERATIONAL PERSONNEL
DEVELOPMENT AND EVALUATION SYSTEM
by: William H. Githens, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton.
2. NPS-55Ea73061
DESIGN OF OPERATIONAL CAREER LADDERS
by: Richard S. Elster, Robert R. Read,
William H. Githens, Gerald L. Musgrave,
and John W. Creighton.
3. NPS-55Gh73062
DESIGN OF AN OPERATIONAL MANAGEMENT
DEVELOPMENT MANUAL
by: William H. Githens, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton.
4. NPS-55Gh73063
DESIGN OF AN OPERATIONAL RATING MANUAL
by: William H. Githens, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton.
5. NPS-Mg73061
DESIGN OF AN OPERATIONAL MANAGEMENT BY
OBJECTIVES MANUAL
by: Gerald L. Musgrave, Richard S. Elster,
John W. Creighton, and William H. Githens.
6. NPS-55Rr73061
STATISTICAL ANALYSIS OF PERSONNEL DATA USING
FACTOR SCORING, CLUSTER ANALYSIS, AND MULTI-
DIMENSIONAL SCALING
by: Robert R. Read, Richard S. Elster,
Gerald L. Musgrave, John W. Creighton,
and William H. Githens.

An executive summary of the entire project follows, and any additional information about the project can be obtained from the Project's Principal Investigator, Dr. Gerald L. Musgrave, Department of Operations Research and Administrative Sciences, Naval Postgraduate School, Monterey, California 93940.

EXECUTIVE SUMMARY
OF
THE PERSONNEL DEVELOPMENT AND EVALUATION SYSTEM

INTRODUCTION

The purpose of this research project was to develop and implement a management system to more effectively utilize civilian professionals. Two "test bed" activities were selected--Naval Supply Center and Naval Regional Finance Center, both in San Diego, California. The project has four parts:

1. Establishing a Group Appraisal System.
2. Developing a Goal Setting System.
3. Constructing Performance Rating Scales.
4. Developing Career Ladders.

GROUP APPRAISAL

The management development program involved civilian professionals at the two commands in group performance appraisal sessions. A professional's work performance was usually appraised by his supervisor and by the supervisor's superior. This group would meet with a member of the research team. The appraisals conducted by these groups were focused on, and limited to, intra-appraisee considerations. That is, the appraisal committee considered the individual in terms of his greatest strengths and his least strong work performances, but did not compare the appraisee with other individuals. Recommendations for the appraisee, for the appraisee's supervisor, and for the organization were then made so that this appraisee (a "human asset") could grow in worth to himself and to the organization.

A summary of the appraisal committee's thinking was then written by the research team member who had attended the committee's meeting and given to the appraisee's supervisor for his review. The supervisor then discussed the appraisal with the appraisee, stating that this is "how others see and interpret you," and that "here are our thoughts on how you might further develop and utilize your talents."

The responses to the appraisal program were varied. A number of appraisees stated informally that they felt their appraisal session with their supervisor had been one of the most meaningful experiences they had while in the Civil Service. Many supervisors, however, experienced their first exposure to a face-to-face dialogue with one of their subordinates and found the feedback session to be somewhat traumatic. The development of supervisory skills in these feedback behaviors appears to be a crucial requirement if face-to-face dialogues between supervisors and subordinates are to become common and meaningful.

GOAL SETTING

Another part of the project was to establish a framework to foster and facilitate a "result oriented" management system. Our experience was that effective goals could be established and that while it took time to develop goals, the act of setting goals was beneficial to the organization.

Goal setting was new to managers and they were resistant to formalizing goals. Some of the resistance seemed to be attributable to unfamiliarity with the concept of producing results, as compared to being engaged in activities. Another resistive force seemed to be the fear that goal setting would be used for punitive managerial actions.

We believe that after more experience is gained in goal setting and when employees' fears of consequential management action are found to be unwarranted, a greater acceptance of the program will result.

Our research at the Naval Postgraduate School and the San Diego Centers leads to the development of a new Goals and Controls System. This system includes a Work Performance Folder and a Goal Setting Manual that is to be used in conjunction with the folder. The system can be used to formulate goals, monitor and control performance, and to appraise work performance at the end of the year.

PERFORMANCE RATING SCALES

Section IV of this report presents the rating scales which were developed for professional occupations in Supply and Finance.

ANCILLARY STUDIES

The project report includes a number of sections which are indirectly related to the central issues of performance appraisal, goal setting, scale construction and career ladders. These related sections include analyses of questionnaires administered to individuals at the Centers, bibliographic resource materials, and a number of related ancillary studies. These studies are related to human asset accounting, goal setting, auditing, and statistical analyses of organizational climate and attitudinal data from the Centers.

BACKGROUND

During Fiscal Year 1972, the Navy Material Command financed investigations by Naval Postgraduate School (NPS) faculty as part of their exploratory research directed at developing methods and means for improving organizational effectiveness. In the course of various dialogues concerning NAVMAT operations, topics related to the age and replacement of professional civilian personnel were discussed. These discussions then turned to the issues of performance evaluation and management by objectives. The Office of Civilian Manpower Management (OCMM) became interested in these problems, and the NPS was requested by NAVMAT and OCMM personnel to submit a proposal for implementing some relevant managerial programs during FY 73. NPS responded with the proposal included as Appendix 1.

The proposal involved the following main objectives:

1. Developing for each civilian professional specific ways in which he can improve his knowledge, skills, attitudes, or behaviors to make him a more valuable human asset for the Navy.
2. Develop for each civilian professional a list of specific ways in which management can better utilize his talent.
3. Advise each civilian professional of what his boss wants him to accomplish during the coming year, and the evidence that will be used to judge such accomplishment.
4. Generate for each professional position the best performance rating scales allowed by current technology.
5. Generate "career ladders" for civilian professional jobs that relate field jobs to jobs in Washington, D.C. These "ladders" were to be based on the similarities and differences between and among jobs.

The on-site locations for this "demonstration" project were the Naval Supply Center, San Diego, and the Navy Regional Finance Center, San Diego. The main administrative offices for both organizations are located in the same building and both organizations are served by the same personnel department. Tables of organization for these two organizations, which show only the professional civilian billets and the hierarchy above them, are presented in Appendix 2. These two organizations were chosen because: (1) they are located in the same building, (2) this choice would allow one of the principal investigators to be on-site full-time, (3) they were within reasonable commuting distance from the Naval Postgraduate School in Monterey, and (4) both were considered by NAVMAT and NAVCOMPT personnel to be relatively healthy and efficient organizations.

A combination of "Management by Objectives" and "Group Appraisal" was used in accomplishing the first three of the five above objectives. Working from the higher toward the lower positions in the organizational hierarchy,

each supervisor called a committee meeting with his supervisor and several other employees who would have been in a position to observe the work performance of the appraisee. Following a brief discussion of the "strongest" and "least strong" aspects (intra-individual) of the appraisee's performance, the committee developed a list of recommendations in keeping with the first two of the aforementioned objectives. (Each of these discussions focused only on intra-individual differences.) Following this group meeting, the supervisor conducted a counseling session with the appraisee during which the opinions and recommendations of the committee were discussed. With this as a background, the supervisor and appraisee then worked out a list of specific goals for personal development to be accomplished during the coming year. In addition, based on the requirements and expectations of work accomplishment for the coming year as worked out by the supervisor and his boss, the supervisor and the appraisee (subordinate) worked out a list of goals for organizational accomplishment (objective #3) applying to the appraisee. Thirty of the 85 professional employees at NSC and all 25 of the professional employees at NRFC were covered by this program. Part II of this report deals with the developmental activities involved in objectives 1 and 2, while Part III of this report is concerned with the MBO portion (objective #3) of the project.

Generation of the best performance rating scales for each professional job (objective #4) involved the following scale construction steps:

1. A group of employees (3 to 6) familiar with the job listed the most relevant aspects of performance for the specific job.
2. The group then generated "specific" behavioral examples they had observed that demonstrated high and low performance on each performance aspect.
3. At a later time, these behavioral incidents were presented to the individuals in the group, who assigned them to the rating scale (aspect) and rating scale level (low to high on a 5-point scale) that they thought appropriate.
4. Incidents that were not by consensus assigned to the same location (both rating scale and level) were eliminated.

This procedure yielded rating scales that are relevant to the job being rated and that are "anchored" by specific behavioral incidents representing on the scales the various levels of job performance.

Rating scales were constructed for 6 of the 27 civilian professional jobs at NSC and for 3 of the 7 jobs at NRFC. General "supervisory" scales were constructed covering 11 of the 21 remaining jobs at NSC and all 4 of the remaining professional jobs at NRFC. Part IV of this report and Technical Report NPS55Gh73063 present the scale construction work conducted during the research project.

In support of objective #5, a task inventory asking employees to list the degree to which they were involved in various activities was administered

to 85 civilian professionals at NSC and 26 civilian professionals at NRFC. The same inventory was completed by civilian professionals in NAVSUP and NAVCOMPT in Washington, D.C. The data from the responses to this inventory formed the basis for the investigation of career paths, which was objective #5 of this project. The research done on career paths is described in Technical Report NPS55Ea73062.

Another technical report in this series, NPS55Rr73061, contains ancillary studies conducted during the term of this project. These studies included one using multidimensional scaling in examining how supervisors differentiate among their subordinates, and another effort which involved developing a comprehensive bibliography of the Management by Objectives literature.

The remainder of this report, NPS-55Gh73063, constitutes a manual for rating the performances of individuals in a number of Supply and Finance professional occupations. The rating scales and the procedures in this manual were developed during on-site research. The procedures used for developing these rating scales are described in one of the technical reports in this series: NPS-55Gh73061, p. 20 CF.

RATING MANUAL

CONTENTS

PART I: INSTRUCTIONS

PART II: INDEX TO JOBS

PART III: JOB RATING SCALES

PART IV: SUPERVISOR/MANAGER SCALES

* * * * *

APPENDIX A: SAMPLE RATING FORM

APPENDIX B: SAMPLE NAVEXOS FORM 12450/6

PART I

INSTRUCTIONS FOR COMPLETING THE PERFORMANCE EVALUATION RATING FORM (Form # _____)

Purpose: To provide for documentation of an employee's work performance which may be used:

A. To meet CSC regulations requiring an annual assessment of an employee's level of performance;

B. As a basis for administrative actions (promotion, demotion, special awards, validation of the Position/Job Description, etc.);

C. To provide a means by which a supervisor can make rating evaluations of an employee's job performance based on documented specific behaviors.

To Complete the Rating Form:

A. Section I: SPECIFIC ACCOMPLISHMENTS: Consider the employee's overall performance during the rating period, and list all specific accomplishments or noteworthy incidents in which he has had a major role. In order that the evaluation be completely objective, negative information should also be included. It is important that the employee be allowed to provide input information for this section. Discuss with the employee beforehand all accomplishments, specific goals that have been met (or the reasons they haven't been met), etc. If negative information is being considered, discuss the problem area with the employee. This section may also be used to justify an overall performance rating of Outstanding or Unsatisfactory (see Section III), or to justify a High Quality Step Increase (see Section IV.C.).

B. Section II: JOB PERFORMANCE RATING SCALES:

1. Look up the specific job held by the ratee in Part II of this manual (Part II is an index of all jobs). Part II will refer you to the location in this manual where you will find the rating scales to be used. Using the scales presented as worksheets, make your ratings as follows:

a. Work on one rating scale at a time;

b. Consider the specific behaviors listed on that scale and the behaviors of the employee being evaluated. Please understand that the behaviors listed cannot cover everything, but are only examples of the kinds of behaviors you should think about. Any behavior demonstrated by this employee which seems to reflect a valid scale level, but is not included on that scale, should be entered on the worksheet in the blank box under the appropriate level (1-High through 5-Low);

c. Mark the ratee on one point on each rating scale. This decision should be based on all the relevant information available. Pick a point (1 through 5) which best describes the ratee's performance;

d. Transfer the scale titles and rating marks to Section II of the Evaluation Form.

2. Keep your worksheets so you can use any information that is relevant on future ratings. You will periodically be asked for any incidents generated. These incidents will be used to periodically update the form.

C. Section III: LEVEL OF PERFORMANCE: In compliance with CSC regulations, it is necessary to make a global evaluative judgment of the employee's level of performance. Keeping in mind the accomplishments listed in Section I and the ratings given in Section II, mark the employee's overall performance as Outstanding, Satisfactory, or Unsatisfactory.

1. Outstanding Performance: May warrant a quality increase or sustained superior performance award (see Section IV.C.). Written documentation must be given to justify a rating of Outstanding. Section I may be used for this purpose.

2. Satisfactory Performance: Ranges from marginal performance through acceptable competence to just below Outstanding. It does not automatically grant a Within Grade Increase (see Section IV.B.), but it also does not preclude a monetary award (see Section IV.C.).

3. Unsatisfactory Performance: If Unsatisfactory performance rating is contemplated, action should be initiated to issue a 90-day warning. (Contact Personnel Department). Written documentation must be given to justify a rating of Unsatisfactory. Section I may be used for this purpose.

D. Section IV:

1. Position/Job Description: Review the employee's Position/Job Description to insure it is up to date and properly reflects the duties being performed by the employee. If not, action should be taken to update the Position/Job Description.

2. Within Grade Increases: Mark whether or not the employee's performance is of an acceptable level of competence. If so, and the evaluation is being made on employee's anniversary date, a Within Grade Increase will be processed. If not, the Personnel Department should be contacted at least 75 days in advance of employee's anniversary date for preparation of the notice to withhold Within Grade Increase.

3. Salary Increases and Cash Awards:

a. If a High Quality Step Increase is being recommended, justification should be made in Section I of the Rating Form.

b. For other awards (Sustained Superior Performance, Superior Achievement, Special Act or Service), complete NavExos Form 12450/6. (A sample of this form is included as Appendix B).

PART II

INDEX TO JOBS

BUDGET ANALYST.....	PART III, Page 1
COMPUTER SPECIALIST.....	PART III, Page 8
EQUIPMENT SPECIALIST.....	PART III, Page 16
INVENTORY MANAGER.....	PART III, Page 25
MANAGEMENT ANALYST.....	PART III, Page 32
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PROPERTY DISPOSAL SPECIALIST.....	PART III, Page 47
GENERAL SUPERVISOR/MANAGER.....	PART IV, Page 1

PART III

JOB RATING SCALES

BUDGET ANALYST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INNOVATION
5. INTERPERSONAL RELATIONSHIPS
6. TECHNICAL KNOWLEDGE

BUDGET ANALYST

ADAPTABILITY/VOLUNTARILTY

	1	2	3	4	5	
High	<p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p>Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p>This person completed wide range of unrelated assignments</p>	<p>New procedure was introduced - he was able to use it before any of the others</p> <p>Office space being reduced - this person on own cleaned out excess office files & mat'l</p> <p>Unscheduled priority task assigned - this person took it in stride</p>	<p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p>Was assigned to a project outside of his specialty - was not able to perform well</p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>	<p>During changeover to new procedure - he kept asking superfluous questions</p> <p>Additional personnel required reallocation of office space - this person protested reduced space & took it to the union</p> <p>Received assignment slightly different than usual - came back with "Can't Do" response</p> <p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p>	Low

BUDGET ANALYST

COMMUNICATIONS

	High	Medium	Low	
1	<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p> <p>Prepared subject for discussion in advance</p> <p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p> <p>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</p> <p>Was asked to investigate problem - presented his results in short, clear points</p> <p>Submitted report that was clear, concise, with no grammatical errors</p>	<p>Condensed a verbose report down to a succinct one as desired by recipient</p> <p>Report produced could be forwarded without any grammatical corrections</p> <p>Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others</p> <p>Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</p> <p>Requested info by letter - got correct info back</p> <p>Listened to complete question & explanation before answering</p> <p>When interviewing, obtained desired info after a succinct explanation</p>	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written memos</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & modded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Real change to manual - failed to understand or accept the change in action required & so</p>
2				
3				
4				
5				

BUDGET ANALYST

INITIATIVE

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
Attends night school on his own to get more technical knowledge					
Got an exception from the computer saying a job order # is bad - searched out correct one & inserted it on her own, whereas she could have just left it alone & gotten away with it					
Spotted high hourly rate for specific cost account & tracked down on her own whereas she could have ignored it & gotten away with it					
Detected NSC doing "free work" that should have been charged to a customer & initiated corrective action					
Completed assigned work & advised supervisor of the completion					
Took course for improvement when suggested by supervisor					
Subscribed on his own to a trade magazine					
Co-worker was working on difficult problem - this person went to him & offered help					
Finished immediate task & used free time to keep abreast of changes in his subject matter area					
Was assigned in subject matter area - continually interfaced with customer to improve subject matter knowledge					
All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed					
While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor					
Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time					
Acquired additional knowledge or skill only when directed to do so					
Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task					
Has been on the job many years - doesn't do anything to learn or improve					
All assigned tasks were completed - took no action to get further work					
Given task - stretched it out as long as possible					
Took project to stage where someone else must process a portion - did not follow up to expedite completion of project					
Sitting & waited for data to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the data					

BUDGET ANALYST

INNOVATION

	High	Medium	Low	
1	<input type="checkbox"/> <p>Devised method of utilizing ADP in place of manual processing of time-consuming routine</p> <p>After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion</p> <p>Devised method of compiling "water cargo" rates that was comprehensive & complied with all imposed regulations - now also used by other commands</p>	<input type="checkbox"/> <p>Combined 3 separate forms into one comprehensive form - making a more efficient system</p> <p>Submitted standard articles (from other pubs) for inclusion in customer service publication</p> <p>Devised system of assigning job order numbers which incorporated cost accounting numbers</p> <p>This BA established a new system of setting up job orders which grouped them & thus saved time & effort</p>	<input type="checkbox"/> <p>This person proposed change which proved to be completely disruptive at the next level of processing</p>	<input type="checkbox"/> <p>Over long period of time - made no recommendations on any aspect of regular duties</p> <p>This BA changed all job order #'s to start sequentially with #1 at start of FY - operating units had to change from a job order # they were familiar with</p>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

BUDGET ANALYST

INTERPERSONAL RELATIONSHIPS

	High	Medium	Low	
1	<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p> <p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p> <p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p>	<p>Customer came by & this person made him feel welcome</p> <p>This person was asked by others for help - he encouraged this</p> <p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p> <p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p> <p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p> <p>Line supervisor called & asked for this person to work on a problem</p> <p>Customer came in and asked for this man because of good relationship</p>	<p>This man felt he was in rivalry with co-worker - only spoke to him when required by job</p> <p>Needlessly & unintentionally offended interviewee by his manner of requesting info.</p>	<p>Under pressure, became rude with customer</p> <p>Customer later called saying he wasn't treated right</p> <p>Refused to ask a person for assistance because he disliked the person</p> <p>Wouldn't answer questions</p> <p>This person discourages others from getting info from him by making such contacts unpleasant</p> <p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p> <p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p> <p>Gave short answers to questions</p>
2				
3				
4				
5				

BUDGET ANALYST

TECHNICAL KNOWLEDGE

	High	Medium	Low	
1	<input type="checkbox"/> <p>NSC had been paying utility bills for various commands - this BA pointed out that this was an incorrect application of the Resource Management System</p> <p>At end of fiscal year analyzed various ADR's & made recommendations to give NSC the more favorable budget position</p>	<input type="checkbox"/> <p>Accounting adjustment was required - this BA made correct adjustment</p> <p>Included all major factors in preparing an "average cost"</p> <p>Received ADR at beginning of month - this BA analyzed it along with previous months to point out trends</p>	<input type="checkbox"/> <p>Charged purchase of DP equipment against wrong expense element</p> <p>Assigned to analyze data - this BA failed to report any of the significant aspects such as trends, variances, comprehensiveness, etc.</p> <p>Was asked why a certain statistic was used in an analysis - BA was unable to explain</p>	<input type="checkbox"/>
2	<input type="checkbox"/> <p>Corrected supervisor in specifying best location for an accounting adjustment</p> <p>BA questioned application of surcharges to Foreign Military Sales - had correctly spotted an incorrect procedure</p> <p>Pointed out possibility of using a processing charge on certain transactions (re-imburseable)</p>			
3				
4				
5				

COMPUTER SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INNOVATION
5. INTERPERSONAL RELATIONSHIPS
6. TECHNICAL KNOWLEDGE
7. WORK ATTITUDE

COMPUTER SPECIALIST

ADAPTABILITY/VERSATILITY

	High	Medium	Low	
1	<input type="checkbox"/> <p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p>Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p>This person completed wide range of unrelated assignments</p>	<input type="checkbox"/> <p>New procedure was introduced - he was able to use it before any of the others</p> <p>Office space being reduced - this person on own cleaned out excess office files & mat'l</p> <p>Unscheduled priority task assigned - this person took it in stride</p>	<input type="checkbox"/> <p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<input type="checkbox"/> <p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p>Has assigned to a project outside of his specialty - was not able to perform well</p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

COMPUTER SPECIALIST

COMMUNICATIONS

	1	2	3	4	5
High	<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p> <p>Prepared subject for discussion in advance</p> <p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p> <p>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</p> <p>Was asked to investigate problem - presented his results in short, clear points</p> <p>Submitted report that was clear, concise, with no grammatical errors</p>	<p>Condensed a verbose report down to a succinct one as desired by recipient</p> <p>Report produced could be forwarded without any grammatical corrections</p> <p>Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others</p> <p>Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</p> <p>Requested info by letter - got correct info back</p> <p>Listened to complete question & explanation before answering</p> <p>When interviewing, obtained desired info after a succinct explanation</p>	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written reminders</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>Indicated change to program in run book but didn't call it to anyone's attention</p>	<p>Was interested in topic & interrupted explanation of message being sent</p> <p>Gave answers in anticipation of question to be asked & thus gave info not needed or requested</p> <p>Used non-standard acronyms in his report</p> <p>Submitted report that was satisfactory except for grammatical/spelling errors</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>Indicated change to program in run book but didn't call it to anyone's attention</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did nothing</p>
Medium					
Low					

COMPUTER SPECIALIST

INITIATIVE

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	
Attends night school on his own to get more technical knowledge	Subscribed on his own to a trade magazine	Completed assigned work & advised supervisor of the completion	Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time	Has been on the job many years - doesn't do anything to learn or improve	
No obvious customer problem - this CS searched customer's work area to spot & eliminate any problems & to aid customer in understanding the program output	Co-worker was working on difficult problem - this person went to him & offered help	Took course for improvement when suggested by supervisor	Acquired additional knowledge or skill only when directed to do so	All assigned tasks were completed - took no action to get further work	
Had problem with one of the systems - came in at any time to work on it	Finished immediate task & used free time to keep abreast of changes in his subject matter area	Was assigned in subject matter area - continually interfaced with customer to improve subject matter knowledge	Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task	Given task - stretched it out as long as possible	
	All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed			Took project to stage where someone else must process a portion - did not follow up to expedite completion of project	
	While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor			Sitting & waited for data to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the data	

COMPUTER SPECIALIST

INNOVATION

	High	Medium		Low	
1	<input type="checkbox"/> <p>Devised method of utilizing ADP in place of manual processing of time-consuming routine</p> <p>After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion</p>	<input type="checkbox"/> <p>Combined 3 separate forms into one comprehensive form - making a more efficient system</p> <p>Submitted standard articles (from other pubs) for inclusion in customer service publication</p>	<input type="checkbox"/>	<input type="checkbox"/> <p>This person proposed change which proved to be completely disruptive at the next level of processing</p>	<input type="checkbox"/> <p>Over long period of time - made no recommendations on any aspect of regular duties</p>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPUTER SPECIALIST

INTERPERSONAL RELATIONSHIPS

	High	Medium	Low	
1	<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p> <p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p> <p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p>	<p>Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better</p> <p>Customer came by & this person made him feel welcome</p> <p>This person was asked by others for help - he encouraged this</p> <p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p> <p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p> <p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p> <p>Line supervisor called & asked for this person to work on a problem</p> <p>Customer came in and asked for this man because of good relationship</p>	<p>This man felt he was in rivalry with co-worker - only spoke to him when required by job</p> <p>Needlessly & unintentionally offended interviewee by his manner of requesting info.</p>	<p>Under pressure, became rude with customer</p> <p>Customer later called saying he wasn't treated right</p> <p>Refused to ask a person for assistance because he disliked the person</p> <p>Wouldn't answer questions</p> <p>This person discourages others from getting info from him by making such contacts unpleasant</p> <p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p> <p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p> <p>Gave short answers to questions</p>
2				
3				
4				
5				

COMPUTER SPECIALIST

TECHNICAL KNOWLEDGE

	High	Medium	Low
1	<input type="checkbox"/> <p>Worked on function area likely to be changed - designed programs/sys-tems to be easily changed as requirements changed</p>	<input type="checkbox"/> <p>Received assignment to write a program - was aware of & used reference mat'l supplied by computer manufacturer</p>	<input type="checkbox"/> <p>Wrote program that got job done but was not internally consistent in organization</p>
2	<input type="checkbox"/> <p>Others ask & receive info from this OS when they have bug in their program</p>	<input type="checkbox"/>	<input type="checkbox"/> <p>Tried program & it didn't work - then used machine (large # of compiles) to locate difficulty rather than proper desk check</p>
	<input type="checkbox"/> <p>Learned & utilized uncommon machine facilities & followed thru to evaluate their effect</p>		<input type="checkbox"/> <p>Assigned specs - uses excessive core memory due to inefficient coding techniques</p>
	<input type="checkbox"/> <p>Asked to de-bug program in subject matter area - he is not familiar with - under pressure quickly identified & resolved the problem</p>		<input type="checkbox"/> <p>Utilized uncommon machine facilities, but didn't follow thru to evaluate their effect</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <p>Is assigned into a subject matter area for a couple years - asks numerous questions about matter he should already be familiar with</p>
			<input type="checkbox"/>

COMPUTER SPECIALIST

WORK ATTITUDE

	High	Medium	Low
1	<input type="checkbox"/> <p>Was given several different types of tasks during crisis - he accepted them all & did his best to accomplish each one</p>	<input type="checkbox"/> <p>Was given extra work when co-worker was absent - he did the work without complaint</p>	<input type="checkbox"/> <p>Didn't refer customer to another possible source of information</p>
2	<input type="checkbox"/> <p>Was assigned to special committee - enthused others by his positive attitude</p>	<input type="checkbox"/> <p>Accepted unpleasant assignment without griping</p>	<input type="checkbox"/> <p>Received phone call - gave improper answer just to get rid of the caller</p>
3	<input type="checkbox"/> <p>Helped the customer of temporarily absent co-worker</p>	<input type="checkbox"/> <p>Called in the middle of the week asking for a day of annual leave</p>	<input type="checkbox"/> <p>Expected problem with program, so took phone off hook to prevent being called</p>
4	<input type="checkbox"/> <p>Accepted criticism of his work & adjusted accordingly</p>	<input type="checkbox"/> <p>Saved work to do so he could permit when his supervisor came by</p>	<input type="checkbox"/> <p>Customer requested help when assigned person was absent - this person gave "not my problem" response</p>
5	<input type="checkbox"/> <p>He accepted emergency project outside of normal work area without complaint</p>	<input type="checkbox"/> <p>Got minimum daily production quota & quit early</p>	<input type="checkbox"/> <p>Customer requested help when assigned person was absent - this person gave "not my problem" response</p>
	<input type="checkbox"/> <p>Came to work well before starting time</p>	<input type="checkbox"/> <p>Had problem - kicked wastepaper basket & slammed file cabinet, etc. - disturbing others</p>	
	<input type="checkbox"/> <p>Accumulated lots of sick leave</p>	<input type="checkbox"/> <p>Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many verbal excuses</p>	
	<input type="checkbox"/> <p>Got supervisor's permission for annual leave well in advance of wanting the leave</p>	<input type="checkbox"/> <p>When there was a specific objective to meet, he took sick leave</p>	
	<input type="checkbox"/> <p>Was assigned task - this person was so interested in it that he worked at home & on usual breaks to get rare done</p>	<input type="checkbox"/> <p>Reluctant to accept assignment, said "it isn't in my job description"</p>	
	<input type="checkbox"/> <p>There is a problem - CS refuses to look at own program until others have proven the error is not elsewhere</p>		

EQUIPMENT SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INTERPERSONAL RELATIONSHIPS
5. RACE RELATIONS
6. RELIABILITY/DEPENDABILITY
7. TECHNICAL KNOWLEDGE
8. WORK ATTITUDE

EQUIPMENT SPECIALIST

ADAPTABILITY/VERSATILITY

	High	2	3	Medium	4	5	Low
<p><input type="checkbox"/> Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p><input type="checkbox"/> Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p><input type="checkbox"/> This person completed wide range of unrelated assignments</p> <p><input type="checkbox"/> Assigned to separate finished & unfinished mat'l & set up a control system so it is easily recognized & located - he did an excellent job</p>	<p><input type="checkbox"/> New procedure was introduced - he was able to use it before any of the others</p> <p><input type="checkbox"/> Office space being reduced - this person on own cleaned out excess office files & mat'l</p> <p><input type="checkbox"/> Unscheduled priority task assigned - this person took it in stride</p> <p><input type="checkbox"/> His specialty is in ordinance, but he can work in electronics or general material</p>	<p><input type="checkbox"/> In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p><input type="checkbox"/> Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p><input type="checkbox"/> Assigned to project - completed all aspects except one requiring a specialized technique</p> <p><input type="checkbox"/> He was assigned & performed work satisfactorily in one area outside his primary specialty</p>	<p><input type="checkbox"/> This person was provided alternative approach by supervisor - didn't accept alternative</p> <p><input type="checkbox"/> Was assigned to a project outside of his specialty - was not able to perform well</p> <p><input type="checkbox"/> Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p> <p><input type="checkbox"/> Handles own area, but requires help in working other areas</p>	<p><input type="checkbox"/> During changeover to new procedure - he kept asking superfluous questions</p> <p><input type="checkbox"/> Additional personnel required reallocation of office space - this person protested reduced space & took it to the union</p> <p><input type="checkbox"/> Received assignment slightly different than usual - came back with "Can't Do" response</p> <p><input type="checkbox"/> Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p> <p><input type="checkbox"/> His specialty is electronics & he can't do other kinds of work</p>			

EQUIPMENT SPECIALIST

COMMUNICATIONS

	High	Medium	Low	
1	<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p> <p>Prepared subject for discussion in advance</p> <p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p> <p>Supervisor gone for a day - next morning this person brought super up to date on what had happened during absence</p> <p>Was asked to investigate problem - presented his results in short, clear points</p> <p>Submitted report that was clear, concise, with no grammatical errors</p>	<p>Condensed a verbose report down to a succinct one as desired by recipient</p> <p>Report produced could be forwarded without any grammatical corrections</p> <p>Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others</p> <p>Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</p> <p>Requested info by letter - got correct info back</p> <p>Listened to complete question & explanation before answering</p> <p>When interviewing, obtained desired info after a succinct explanation</p>	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written remarks</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>Reported (described) to ICP item for disposition - many questions came back concerned with what the item was</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did not</p>
2				
3				
4				
5				

EQUIPMENT SPECIALIST

INTERPERSONAL RELATIONSHIPS

	High	Medium	Low	
1	<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p> <p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p> <p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p>	<p>Customer came by & this person made him feel welcome</p> <p>This person was asked by others for help - he encouraged this</p> <p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p> <p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p> <p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p> <p>Line supervisor called & asked for this person to work on a problem</p> <p>Customer came in and asked for this man because of good relationship</p>	<p>This man felt he was in rivalry with co-worker - only spoke to him when required by job</p> <p>Needlessly & unintentionally offended interviewee by his manner of requesting info.</p>	<p>Under pressure, became rude with customer</p> <p>Customer later called saying he wasn't treated right</p> <p>Refused to ask a person for assistance because he disliked the person</p> <p>Wouldn't answer questions</p> <p>This person discourages others from getting info from him by making such contacts unpleasant</p> <p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p> <p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p> <p>Gave short answers to questions</p>
2				
3				
4				
5				
			Customer didn't get mat'l off-loaded because this man & customer got into an argument	

EQUIPMENT SPECIALIST

RACE RELATIONS

	High	Medium	Low	
1	<input type="checkbox"/> <p>Was present when bigoted statement was made - he tried to convince the man that his statement was wrong</p>	<input type="checkbox"/> <p>New worker, who was from a minority group, arrived - this man made special effort to introduce him to the other workers</p> <p>Was present when bigoted statement was made - he remained silent</p>	<input type="checkbox"/> <p>Was present when bigoted statement was made - he nodded agreement with the statement</p> <p>Spoke against minorities in their absence & for them in their presence</p>	<input type="checkbox"/> <p>Referred to blacks as "niggers" - used other such language</p> <p>Refused to work on a team because of the race of a team member</p> <p>Under general situations - he complained about EEO program making him a minority</p>
2	<input type="checkbox"/> <p>Was present when bigoted statement was made - he indicated his personal disagreement with the statement</p>			
3	<input type="checkbox"/>			
4	<input type="checkbox"/>			
5	<input type="checkbox"/>			

RELIABILITY/DEPENDABILITY

EQUIPMENT SPECIALIST

	1	2	3	4	5
High	<p>Important project to be done - this person came in when sick (would normally stay home)</p> <p>Assigned complicated & tedious research project - this person made sure specific problem would be addressed & meticulously verified each step to guarantee correctness of reported conclusions</p> <p>Was called by duty officer at midnight to determine availability of some equipment - he cheerfully came to work to get the equipment</p>	<p>Possibility of a call-out existed - he made sure he could be reached on the phone</p> <p>Reported for work & kept busy for entire 8-hr day</p> <p>Worked overtime on own to meet a deadline of significant problem</p>	<p>Kept boss appraised of progress - recommended change in deadline as appropriate</p> <p>Met a reasonable deadline</p> <p>Given task to process a change - reported when done</p> <p>Important project to be done at 7:30 informing supervisor that he would be tardy</p>	<p>Possibility of a call-out was well known - this man failed to leave information with baby-sitter as to where he could be contacted</p> <p>Asked for additional time when deadline approached</p>	<p>With large backlog of work - this man punched out & left</p> <p>Was left as senior man present, so he went on leave</p> <p>Rested frequently when temperature got slightly high</p> <p>Was called because of an after-hours emergency - he had many reasons for not being able to respond</p> <p>Went on sickleave as soon as it started to get cold</p> <p>Important project to be done - called in at 7:30 requesting sickleave</p>
Medium					
Low					

Failed to meet deadline - lost opportunity for correction

Failed to complete task associated with routine correspondence - resulted in follow-up action from senior command

This person kept putting off completion of a rather unpleasant task until it became crucial - thus distracting other important work

EQUIPMENT SPECIALIST

TECHNICAL KNOWLEDGE

	1	2	3	4	5
High	Equipment with no reference # arrived - he knew what the item was used for & exactly where located in catalogue without researching it	Equipment arrived - he knew that entire assembly was not present & took action	Equipment arrived - he was able to recognize most items & was able to identify the rest thru research	Equipment arrived - he was only able to identify it thru extended research	Equipment arrived - he could identify only items that had reference #'s on them
Medium	Equipment arrived - he knew by recognition that it belonged to a specific obsolete aircraft & designated it for scrap	Equipment arrived - he identified it in a timely manner using a minimum of research	He met ME standards	After years of experience, still can't interpret information on documents in order to determine who should receive the mat'l	After years of experience, still can't identify an accountable activity
Low	He produced above ME standards				He produced below ME standards

INVENTORY MANAGER

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INNOVATION
4. INTERPERSONAL RELATIONSHIPS
5. RELIABILITY/DEPENDABILITY
6. TECHNICAL KNOWLEDGE

INVENTORY MANAGER

ADAPTABILITY/VERSATILITY

	High	Medium	Low	
1	<p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p>Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p>This person completed wide range of unrelated assignments</p>	<p>New procedure was introduced - he was able to use it before any of the others</p> <p>Office space being reduced - this person on own cleaned out excess office files & mat'l</p> <p>Unscheduled priority task assigned - this person took it in stride</p>	<p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p>Was assigned to a project outside of his specialty - was not able to perform well</p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>
2				
3				
4				
5				

INVENTORY MANAGER

INITIATION

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	
High	Medium			Low	
<p>Revised method of utilizing ADP in place of manual processing of time-consuming routine</p> <p>After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion</p> <p>Identified supply support problem & pursued until it was given the consideration it deserved</p> <p>In own commodity area, this IM organized & maintained system of identifying more than one substitute to better fill requests at point of entry</p>	<p>Combined 3 separate forms into one comprehensive form - making a more efficient system</p> <p>Submitted standard articles (from other pubs) for inclusion in customer service publication</p> <p>Made BeneSug for improvement in fleet requisitioning of provisions - was seriously considered but ended up being rejected</p>	<p>New computer printout was introduced requiring plastic templates that were not yet available - this IM immediately made template to ease task of locating important data</p>	<p>This person proposed change which proved to be completely disruptive at the next level of processing</p>	<p>Over long period of time - made no recommendations on any aspect of regular duties</p>	

INVENTORY MANAGER

INTERPERSONAL RELATIONSHIPS

	High	Medium	Low
1	<input type="checkbox"/> Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future	<input type="checkbox"/> Customer came by & this person made him feel welcome <input type="checkbox"/> This person was asked by others for help - he encouraged this	<input type="checkbox"/> This man felt he was in rivalry with co-worker - only spoke to him when required by job
2	<input type="checkbox"/> Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied	<input type="checkbox"/> Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better	<input type="checkbox"/> Customer later called saying he wasn't treated right
3	<input type="checkbox"/> Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	<input type="checkbox"/> Needlessly & unintentionally offended interviewee by his manner of requesting info.	<input type="checkbox"/> Refused to ask a person for assistance because he disliked the person
4	<input type="checkbox"/> Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude	<input type="checkbox"/> Line supervisor called & asked for this person to work on a problem	<input type="checkbox"/> Wouldn't answer questions
5	<input type="checkbox"/> A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly	<input type="checkbox"/> Customer came in and asked for this man because of good relationship	<input type="checkbox"/> Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Gave short answers to questions

INVENTORY MANAGER

RELIABILITY/DEPENDABILITY

	1	2	3	4	5
High	<p>Important project to be done - this person came in when sick (would normally stay home)</p> <p>Assigned complicated & tedious research project - this person made sure specific problem would be addressed & meticulously verified each step to guarantee correctness of reported conclusions</p>	<p>Possibility of a call-out existed - he made sure he could be reached on the phone</p> <p>Reported for work & kept busy for entire 8-hr day</p> <p>Worked overtime on own to meet a deadline of significant problem</p>	<p>Kept boss appraised of progress - recommended change in deadline as appropriate</p> <p>Set a reasonable deadline</p> <p>Given task to process a change - reported when done</p>	<p>Possibility of a call-out was well known - this man failed to leave information with baby-sitter as to where he could be contacted</p> <p>Asked for additional time when deadline approached</p> <p>Important project to be done - this person called in at 7:30 informing supervisor that he would be tardy</p> <p>Given defective mat'l report to process - took action, but failed to report completion of task</p> <p>Given task to reprocess a receipt - failed to verify completion of the correction</p>	<p>With large backlog of work - this man punched out & left</p> <p>Was left as senior man present, so he went on leave</p> <p>Rested frequently when temperature got slightly high</p> <p>Was called because of an after-hours emergency - he had many reasons for not being able to respond</p> <p>Went on sickleave as soon as it started to get cold</p> <p>Important project to be done - called in at 7:30 requesting sickleave</p>
Medium					
Low					

INVENTORY MANAGER

TECHNICAL KNOWLEDGE

	1	2	3	4	5
High	<input type="checkbox"/> <p>IM identified problem from computer printout - analyzed problem & identified cause & corrective action</p> <p>Assigned special project (first-time) while supervisor was absent - IM completed every detail of task & provided complete summary to Division Director</p>	<input type="checkbox"/> <p>IM identified problem from computer printout, analyzed it & identified cause</p>	<input type="checkbox"/> <p>Assigned a special project & was given comprehensive directions for its completion - followed the directions exactly & completed the project with only a few clarification discussions</p>	<input type="checkbox"/> <p>Computer output error or problem recognized by IM - IM did not identify corrective action that was necessary</p>	<input type="checkbox"/> <p>Was given printout - IM did not recognize computer output problem</p>
Medium					
Low					

MANAGEMENT ANALYST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INTERPERSONAL RELATIONSHIPS
4. MORAL COURAGE
5. RELIABILITY/DEPENDABILITY
6. TECHNICAL KNOWLEDGE
7. WORK ATTITUDE

MANAGEMENT ANALYST

ADAPTATION/VERSATILITY

	High	Medium	Low	
1	<p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p>Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p>This person completed wide range of unrelated assignments</p> <p>This NA applied a number of NA techniques to the project assigned</p>	<p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p>Was assigned to a project outside of his specialty - was not able to perform well</p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>	<p>During changeover to new procedure - he kept asking superfluous questions</p> <p>Additional personnel required reallocation of office space - this person protested reduced space & took it to the union</p> <p>Received assignment slightly different than usual - came back with "Can't Do" response</p> <p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p>
2	<p>New procedure was introduced - he was able to use it before any of the others</p> <p>Office space being reduced - this person on own cleaned out excess office files & mat'l</p> <p>Unscheduled priority task assigned - this person took it in stride</p>			
3				
4				
5				

MANAGEMENT ANALYST

COMMUNICATIONS

	High	Medium	Low	
1	<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p> <p>Prepared subject for discussion in advance</p> <p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p> <p>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</p> <p>Was asked to investigate problem - presented his results in short, clear points</p> <p>Submitted report that was clear, concise, with no grammatical errors</p>	<p>Condensed a verbose report down to a succinct one as desired by recipient</p> <p>Report produced could be forwarded without any grammatical corrections</p> <p>Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others</p> <p>Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</p> <p>Requested info by letter - got correct info back</p> <p>Listened to complete question & explanation before answering</p> <p>When interviewing, obtained desired info after a complete explanation</p>	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written memos</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>WA's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did nothing</p>
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4				
5				

MANAGEMENT ANALYST

INTERPERSONAL RELATIONSHIPS

	High	Medium	Low	
1	<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p> <p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p> <p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p> <p>MA inspired interviewees to contribute new ideas</p> <p>MA generated enthusiasm of the customer for the acceptance of the recommendations made</p>	<p>Customer came by & this person made him feel welcome</p> <p>This person was asked by others for help - he encouraged this</p> <p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p> <p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p> <p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p> <p>Line supervisor called & asked for this person to work on a problem</p> <p>Customer came in and asked for this man because of good relationship</p>	<p>This man felt he was in rivalry with co-worker - only spoke to him when required by job</p> <p>Needlessly & unintentionally offended interviewee by his manner of requesting info</p> <p>MA solicited info - interviewees responded with only info specifically requested - no interest was generated</p> <p>MA interviewed employee - boss later called asking that someone else be assigned</p>	<p>Under pressure, became rude with customer</p> <p>Customer later called saying he wasn't treated right</p> <p>Refused to ask a person for assistance because he disliked the person</p> <p>Wouldn't answer questions</p> <p>This person discourages others from getting info from him by making such contacts unpleasant</p> <p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p> <p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p> <p>Gave short answers to questions</p>
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MA so irritated the customer that customer was reluctant to accept MA's recommendations even though they were good ones

MANAGEMENT ANALYST

MORAL COURAGE

	High	Medium	Low
1	<input type="checkbox"/> <p>Based on analysis, recommended replacement of an incompetent person even though the incompetent person was well-liked</p>		<input type="checkbox"/> <p>MA backed down from his recommendations upon challenge (no new evidence)</p>
2	<input type="checkbox"/> <p>Defended his recommendations under strong social & political pressure</p> <p>Given job involving staffing - based on analysis, recommended elimination of high level job even when this would threaten the MA's own job</p>		<input type="checkbox"/> <p>MA chose to avoid reporting pertinent information because it would lead to unpopular actions</p>
3			
4			<input type="checkbox"/> <p>MA anticipated desires of CO & made his analysis conform</p>
5			<input type="checkbox"/>

MANAGEMENT ANALYST

RELIABILITY/DEPENDABILITY

	High	Medium	Low	
1	<p>Important project to be done - this person came in when sick (would normally stay home)</p> <p>Assigned complicated & tedious research project - this person made sure specific problem would be addressed & meticulously verified each step to guarantee correctness of reported conclusions</p>	<p>Possibility of a call-out existed - he made sure he could be reached on the phone</p> <p>Reported for work & kept busy for entire 8-hr day</p> <p>Worked overtime on own to meet a deadline of significant problem</p>	<p>Possibility of a call-out was well known - this man failed to leave information with baby-sitter as to where he could be contacted</p> <p>Asked for additional time when deadline approached</p> <p>Important project to be done - this person called in at 7:30 informing supervisor that he would be tardy</p>	<p>With large backlog of work - this man punched out & left</p> <p>Was left as senior man present, so he went on leave</p> <p>Rested frequently when temperature got slightly high</p> <p>Was called because of an after-hours emergency - he had many reasons for not being able to respond</p> <p>Went on sickleave as soon as it started to get cold</p> <p>Important project to be done - called in at 7:30 requesting sickleave</p>
2				
3				
4				
5				

MANAGEMENT ANALYST

TECHNICAL KNOWLEDGE

	1	2	3	4	5
High	<input type="checkbox"/> <p>Pointed out both benefits & problems involved with each recommendation</p> <p>Discarded obvious answer of "increasing assets" & devised improved methods</p> <p>Analyzed problem assigned - in addition to standard type solution the MA pointed out a more basic problem of which the one assigned was only a part</p>	<input type="checkbox"/> <p>Drew in what appeared at first to be unrelated information - by logical probing, analysis showed their relevance & importance in solving the problem</p> <p>Upon analyzing one problem - recognized & specified other tangential problems</p>	<input type="checkbox"/> <p>Gathered readily available data</p> <p>MA received assignment - wasn't sure of basic problem & wrote memo to boss of the basic problem as he saw it & how he was going to work on it</p>	<input type="checkbox"/> <p>Made obvious recommendation</p> <p>Was asked to analyze "practicality" of a proposed action - he responded with an analysis of the "legality" of the proposed action</p> <p>After working on a project for a day, MA went to boss & asked what problem he should be working on</p>	<input type="checkbox"/> <p>Failed to gather all available pertinent data</p> <p>Drew illogical conclusion from the data presented</p> <p>Recommendations fell outside the realistic constraints</p> <p>Given a simple analysis - failed to identify the basic problem addressed</p>
Medium					
Low					

MANAGEMENT ANALYST

WORK ATTITUDE

	High	Medium	Low	
1	<p>Was given several different types of tasks during crisis - he accepted them all & did his best to accomplish each one</p> <p>Came to work even when ill because of the work he felt he should do</p> <p>Was out of work - looked for more work</p> <p>Whistle blew in morning - said "Come on guys, let's get started"</p> <p>Was assigned task - this person was so interested in it that he worked at home & on usual breaks to get more done</p>	<p>Was given extra work when co-worker was absent - he did the work without complaint</p> <p>Accepted unpleasant assignment without griping</p> <p>Was assigned to special committee - enthused others by his positive attitude</p> <p>Helped the customer of temporarily absent co-worker</p> <p>Accepted criticism of his work & adjusted accordingly</p> <p>He accepted emergency project outside of normal work area without complaint</p> <p>Came to work well before starting time</p> <p>Accumulated lots of sick leave</p> <p>Got supervisor's permission for annual leave well in advance of wanting the leave</p>	<p>Was given an assignment outside of normal area - he accepted the fact that someone had to do it, but insisted it should have been someone else</p> <p>Called in the middle of the week asking for a day of annual leave</p> <p>Saved work to do so he could permit when his supervisor came by</p> <p>Let minimum daily production quota & quit early</p> <p>Had problem - kicked wastepaper basket & slammed file cabinet, etc. - disturbing others</p> <p>Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many verbal excuses</p> <p>When there was a specific objective to meet, he took sick leave</p> <p>Reluctant to accept assignment, said "it isn't in my job description"</p>	<p>Didn't refer customer to another possible source of information</p> <p>Received phone call - gave improper answer just to get rid of the caller</p> <p>Expected problem with program, so took phone off hook to prevent being called</p> <p>Customer requested help when assigned person was absent - this person gave "not my problem" response</p>
2				
3				
4				
5				

MILITARY PAY SPECIALIST

Scales required to evaluate this job:

1. ABILITY TO INSTRUCT OTHERS
2. ACCEPTANCE OF INFORMATION BY CUSTOMER ACTIVITY
3. ASSESSMENT OF WORK PRIORITIES
4. KNOWLEDGE OF SUBJECT MATTER
5. LEADERSHIP
6. REPORT WRITING SKILLS

MILITARY PAY SPECIALIST

ABILITY TO INSTRUCT OTHERS

	High	Medium	Low
1	<input type="checkbox"/> <p>Activity had high error rate - MPS conducted class in JLAS for all involved in the processing - error rate decreased by 60%</p> <p>Activity requested instruction by this MPS - based on his reputation at another activity</p> <p>MPS located individual responsible for high error rate - gave individualized instruction - error rate dropped significantly</p> <p>One MPS had failed to teach the individual - this MPS took over and did well</p>	<input type="checkbox"/> <p>50 favorable/50 neutral or unfavorable on post presentation critique</p>	<input type="checkbox"/> <p>Activity had high error rate - MPS conducted class in JLAS for all involved - error rate increased</p> <p>40 favorable/60 neutral or unfavorable on post presentation critique</p>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MILITARY PAY SPECIALIST

ACCEPTANCE OF INFORMATION BY CUSTOMER ACTIVITY

	1	2	3	4	5
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Field audit at poor unit & generated long list of discrepancies - after presenting results to the unit, the unit submitted commendation to the VPS</p>	<p>Held audit at unit & produced discrepancies - presented them & activity neither commended nor complained</p>	<p>Performed audit correctly & presented discrepancies to command - they objected to his manner & complained to CO, NRFC</p>		

MILITARY PAY SPECIALIST

ASSESSMENT OF WORK PRIORITIES

	High	Medium	Low
1	<input type="checkbox"/> <p>Sampled areas of discrepancies & then concentrated on those which would involve the larger monetary value</p> <p>Restricted in time originally allotted - concentrated on areas with higher potential pay-off based on sampling already completed</p>		<input type="checkbox"/> <p>Listed a lot of discrepancies on minor matter that is already set to be periodically corrected - nothing was therefore accomplished</p>
2	<input type="checkbox"/>		<input type="checkbox"/> <p>Generated extensive list of very minor discrepancies that costed more to correct than the money recovered</p>
3	<input type="checkbox"/>		<input type="checkbox"/> <p>During on-site - looked at limited types of documents & therefore did not know the command's status on many important performance areas</p>
4	<input type="checkbox"/>		
5	<input type="checkbox"/>		

MILITARY PAY SPECIALIST

KNOWLEDGE OF SUBJECT MATTER

	High	Medium	Low
<input type="checkbox"/> 1 Group of MPS's argued entitlement involving individual with advance leave - this MPS was able to substantiate & document his position	<input type="checkbox"/> 2 MPS questioned proper entitlement - manual available involved alteration but did not specify which should be used - MPS knew this & obtained clarification from higher command	<input type="checkbox"/> 3 BAQ problem where command made incorrect payments for 18 months - this MPS unraveled the factors involved & took the correct action of checkage for amounts erroneously paid	<input type="checkbox"/> 4 [Empty Box]
<input type="checkbox"/> 5 [Empty Box]	<input type="checkbox"/> 6 [Empty Box]	<input type="checkbox"/> 7 [Empty Box]	<input type="checkbox"/> 8 [Empty Box]

MILITARY PAY SPECIALIST

LEADERSHIP

	High	Medium	Low
1	<input type="checkbox"/> <p>Monitored work being done & relayed to each MPS the types of discrepancies being found by the other MPS's of the team</p> <p>Given assignment & team members specified - assessed geographic locations in which various types of work was to be done and any specialties of the team members - matched to maximize MPS specialty with work assigned</p> <p>Given assignment - thoroughly planned work to be performed, what was to be examined (# & type), facilities needed for each team member & when needed - minimized impact on work operations</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Time permitted was cut short - this leader allowed the MPS's to work on whatever they wanted - resulting in an unrealistic audit

MILITARY PAY SPECIALIST

REPORT WRITING SKILLS

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5				
High		Medium				Low							
						Submitted report that was satisfactory in all respects except that it was too verbose							
										Submitted report - only changes required were those of style			
										Submitted written report that had inadequate & confusing portions			

PROPERTY DISPOSAL SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INTERPERSONAL RELATIONSHIPS
4. RACE RELATIONS
5. TECHNICAL KNOWLEDGE
6. WORK ATTITUDE

PROPERTY DISPOSAL SPECIALIST

ADAPTABILITY/VERSATILITY

	High	Medium	Low	
1	<p><input type="checkbox"/></p> <p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p>Has assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p>This person completed wide range of unrelated assignments</p>	<p><input type="checkbox"/></p> <p>New procedure was introduced - he was able to use it before any of the others</p> <p>Office space being reduced - this person on own cleaned out excess office files & mat'l</p> <p>Unscheduled priority task assigned - this person took it in stride</p>	<p><input type="checkbox"/></p> <p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<p><input type="checkbox"/></p> <p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p>Was assigned to a project outside of his specialty - was not able to perform well</p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>
2	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	
3	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	
4	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	
5	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	

PROPERTY DISPOSAL SPECIALIST

COMMUNICATIONS

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PROPERTY DISPOSAL SPECIALIST

INTERPERSONAL RELATIONSHIPS

	High	Medium	Low	
1	<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p> <p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p> <p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p> <p>Irate customer complained about "cracked" motor block - this man tactfully discussed the problem & the customer left satisfied</p>	<p>Customer came by & this person made him feel welcome</p> <p>This person was asked by others for help - he encouraged this</p> <p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p> <p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p> <p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p> <p>Line supervisor called & asked for this person to work on a problem</p> <p>Customer came in and asked for this man because of good relationship</p> <p>Went out of way to help ROTC unit get surplus boat</p>	<p>This man felt he was in rivalry with co-worker - only spoke to him when required by job</p> <p>Needlessly & unintentionally offended interviewer by his manner of requesting info</p>	<p>Under pressure, became rude with customer</p> <p>Customer later called saying he wasn't treated right</p> <p>Refused to ask a person for assistance because he disliked the person</p> <p>Wouldn't answer questions</p> <p>This person discourages others from getting info from him by making such contacts unpleasant</p> <p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p> <p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p> <p>Gave short answers to questions</p>
2				
3				
4				
5				

PROPERTY DISPOSAL SPECIALIST

RACE RELATIONS

	High	Medium	Low
1	<input type="checkbox"/> <p>Was present when bigoted statement was made - he tried to convince the man that his statement was wrong</p>	<input type="checkbox"/> <p>New worker, who was from a minority group, arrived - this man made special effort to introduce him to the other workers</p>	<input type="checkbox"/> <p>Referred to blacks as "niggers" - used other such language</p>
2	<input type="checkbox"/> <p>Was present when bigoted statement was made - he indicated his personal disagreement with the statement</p>	<input type="checkbox"/> <p>Was present when bigoted statement was made - he remained silent</p>	<input type="checkbox"/> <p>Refused to work on a team because of the race of a team member</p>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <p>Under general situations - he complained about EEO program making him a minority</p>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROPERTY DISPOSAL SPECIALIST

TECHNICAL KNOWLEDGE

	High	Medium	Low
1	<div><input type="checkbox"/></div> <div>Spotted item designated for scrap, redesignated it for catalog sale & it sold at a high value - all this happened because he knew current market values</div>		<div><input type="checkbox"/></div> <div>Described a vehicle for sale as having an automatic transmission when it didn't</div>
2	<div><input type="checkbox"/></div> <div>Examined mat'l & prepared written description - customers ordering on the basis of the description were satisfied that they got what they ordered</div>		<div><input type="checkbox"/></div> <div>Designated item for resale at a price below its scrap value</div>
3			
4			
5			

PROPERTY DISPOSAL SPECIALIST

WORK ATTITUDE

	High	Medium	Low	
1	<p>Was given several different types of tasks during crisis - he accepted them all & did his best to accomplish each one</p> <p>Came to work even when ill because of the work he felt he should do</p> <p>Was out of work - looked for more work</p> <p>Whistle blew in morning - said "Come on guys, let's get started"</p> <p>Was assigned task - this person was so interested in it that he worked at home & on usual breaks to get more done</p> <p>In order to accomplish filling a rush order, he helped the warehouseman pull items by taking cards himself & running a fork-lift</p>	<p>Was given extra work when co-worker was absent - he did the work without complaint</p> <p>Accepted unpleasant assignment without griping</p> <p>Accepted criticism of his work & adjusted accordingly</p> <p>He accepted emergency project outside of normal work area without complaint</p> <p>Came to work well before starting time</p> <p>Accumulated lots of sick leave</p> <p>Got supervisor's permission for annual leave well in advance of wanting the leave</p>	<p>Was given an assignment outside of normal area - he accepted the fact that someone had to do it, but insisted it should have been someone else</p> <p>Called in the middle of the week asking for a day of annual leave</p> <p>Saved work to do so he could perform it when his supervisor came by</p> <p>Got minimum daily production quota & quit early</p> <p>Had problem - kicked wastepaper basket & slammed file cabinet, etc. - disturbing others</p> <p>Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many verbal excuses</p> <p>When there was a specific objective to meet, he took sick leave</p> <p>Reluctant to accept assignment, said "it isn't in my job description"</p>	<p>Didn't refer customer to another possible source of information</p> <p>Received phone call - gave improper answer just to get rid of the caller</p> <p>Expected problem with program, so took phone off hook to prevent being called</p> <p>Customer requested help when assigned person was absent - this person gave "not my problem" response</p>
2	<p>Redirected customer to another possible source</p> <p>Was assigned to special committee - enthused others by his positive attitude</p> <p>Helped the customer of temporarily absent co-worker</p>	<p>Accepted unpleasant assignment without griping</p>	<p>Received phone call - gave improper answer just to get rid of the caller</p>	<p>Expected problem with program, so took phone off hook to prevent being called</p>
3	<p>Accepted unpleasant assignment without griping</p>	<p>Accepted unpleasant assignment without griping</p>	<p>Received phone call - gave improper answer just to get rid of the caller</p>	<p>Expected problem with program, so took phone off hook to prevent being called</p>
4	<p>Accepted unpleasant assignment without griping</p>	<p>Accepted unpleasant assignment without griping</p>	<p>Received phone call - gave improper answer just to get rid of the caller</p>	<p>Expected problem with program, so took phone off hook to prevent being called</p>
5	<p>Accepted unpleasant assignment without griping</p>	<p>Accepted unpleasant assignment without griping</p>	<p>Received phone call - gave improper answer just to get rid of the caller</p>	<p>Expected problem with program, so took phone off hook to prevent being called</p>

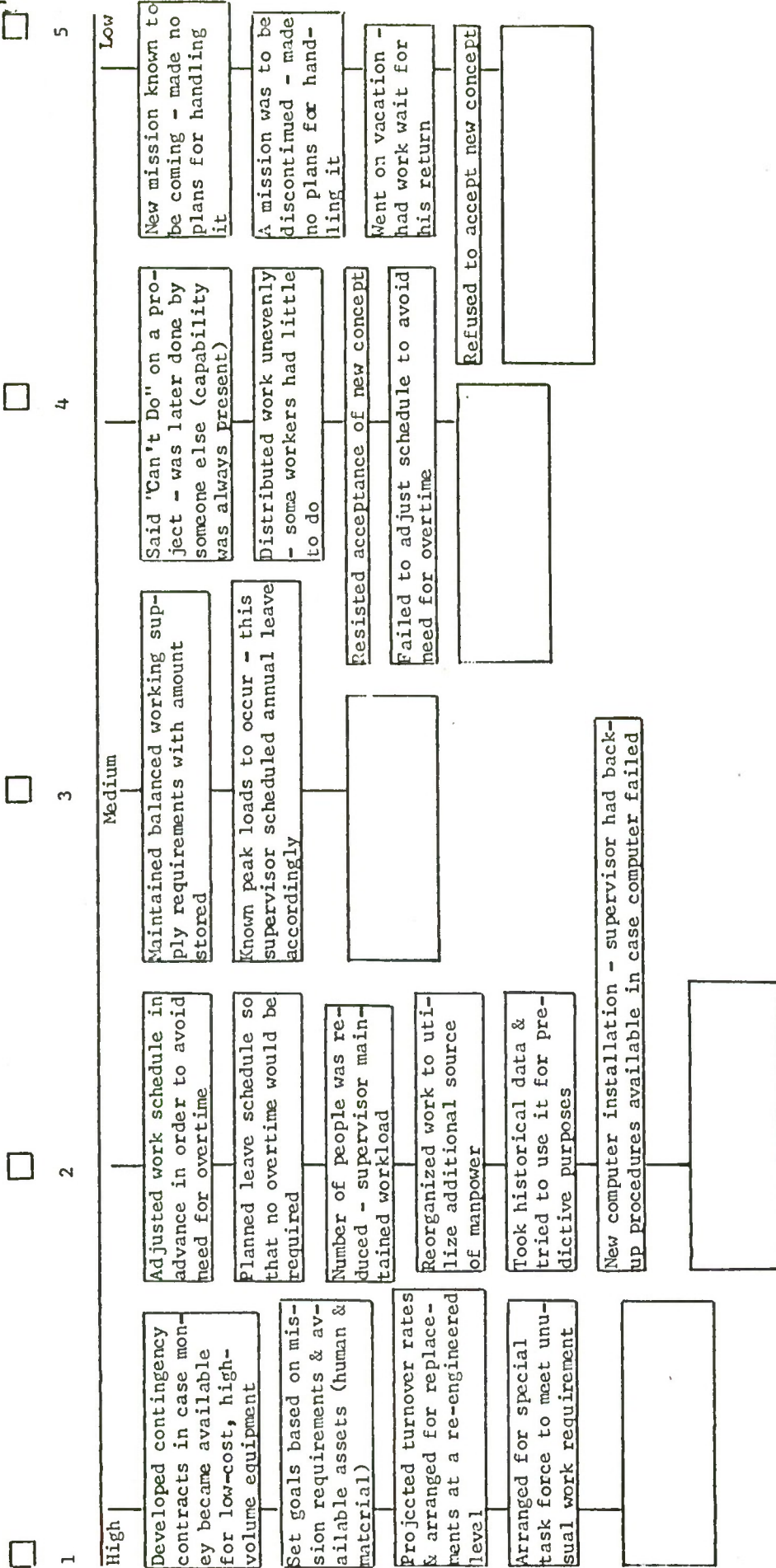
PART IV

SUPERVISOR/MANAGER RATING SCALES

GENERAL SUPERVISOR/MANAGER

Scales required to evaluate a Supervisor/Manager:

1. ACTIVE ORGANIZATION & PLANNING
2. ATTITUDE TOWARD SUBORDINATES
3. CONCERN FOR COMMAND GOALS
4. COST CONSCIOUSNESS
5. DEVELOPMENT OF SUBORDINATES
6. EVALUATION OF PERFORMANCE
7. SOCIAL AWARENESS/EEO



GENERAL SUPERVISOR/MANAGER

ATTITUDE TOWARD SUBORDINATES (MOTIVATION)

	1	2	3	4	5
High	<input type="checkbox"/> Asked subordinates as a group for suggestions to solve problem/improve procedures <input type="checkbox"/> Detected employee problem (alcohol) & took initiative in having help provided <input type="checkbox"/>	<input type="checkbox"/> Subordinate had personal problem - supervisor listened & employee felt much better <input type="checkbox"/> Supervisor talked to subordinate & made subordinate feel he was interested in his welfare <input type="checkbox"/> Insisted safety gear be used in hazardous environment <input type="checkbox"/> Helped employee write up Beneficial Suggestion or make job improvement <input type="checkbox"/> Asked subordinates individually to solve problem or improve procedures <input type="checkbox"/>	<input type="checkbox"/> Enforced time clock/leave compliance with consideration for each instance <input type="checkbox"/> Assigned tasks commensurate with subordinates' pay grades <input type="checkbox"/> Insisted safety guards be used on equipment <input type="checkbox"/>	<input type="checkbox"/> Subordinate asked for help on new project - supervisor told him to figure it out himself <input type="checkbox"/> Supervisor failed to recognize extra effort of subordinate (who filled in for others absent) <input type="checkbox"/> Supervisor's actions criticized by his superior - supervisor in turn criticized his subordinates <input type="checkbox"/> Supervisor was asked by lower supervisor for audit of jobs - ignored the request <input type="checkbox"/>	<input type="checkbox"/> Supervisor received requests for time from several employees - he arranged time to spend with just a few <input type="checkbox"/> In group meeting, called group of subordinates present "A bunch of bums" <input type="checkbox"/> Supervisor criticized employee in front of others <input type="checkbox"/> Supervisor put-down employee who made a suggestion <input type="checkbox"/> Supervisor rejected Beneficial Suggestion without letting it be submitted to committee <input type="checkbox"/> Supervisor experienced problems outside of work (e.g., with wife) - took it out on subordinates by chewing them out <input type="checkbox"/> New employee was informed by this supervisor that he had no choice in appointment (that he didn't want the employee but was forced to take him) <input type="checkbox"/> Supervisor acted revengeful over subordinate's recommendation
Low					

GENERAL SUPERVISOR/MANAGER

CONCERN FOR COMMAND GOALS

	1	2	3	4	5
High	<input type="checkbox"/> <p>In evaluating proposal for change - balanced own Dept benefits with impact on total organization</p>	<input type="checkbox"/> <p>Delayed change for improvement in own section in order to reduce impact on other organizational units</p>	<input type="checkbox"/> <p>Medium</p>	<input type="checkbox"/> <p>Was involved in decision concerning a procedural change - when his subordinates reacted negatively to the change - this supervisor denied any personal involvement in the decision and blamed the change on "them" or "higher management"</p>	<input type="checkbox"/> <p>Low</p>
	<input type="checkbox"/> <p>When asked "why" concerning a procedure - was able to relate to total organizational mission</p>	<input type="checkbox"/> <p>Suggested means of increasing organizational assets (revenue) outside of own component to benefit total organization</p>	<input type="checkbox"/>	<input type="checkbox"/> <p>Agitated own people against the organization when constrained by organizational policies</p>	<input type="checkbox"/> <p>Implemented changes hurting other organizational sections</p>
	<input type="checkbox"/> <p>Responded to peak load requirements with "Can Do" (deadlines, volumes, priorities)</p>	<input type="checkbox"/>	<input type="checkbox"/> <p>When asked "why" concerning a procedure - was unable to relate to organizational mission</p>	<input type="checkbox"/>	<input type="checkbox"/>

GENERAL SUPERVISOR/MANAGER

	1	2	3	4	5
High	Thoroughly evaluated utility of new equipment & took initiative in getting it when shown to be cost effective	When asked - stated exact cost of his operation	Took action to save on utility costs	Failed to advise subordinates of salvage value of poor xerox copies	Allowed wall to be damaged from carelessness
Medium					
Low					Overspent budget

GENERAL SUPERVISOR/MANAGER

DEVELOPMENT OF SUBORDINATES

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	
High	<p>Subordinate demonstrated special talent - this supervisor then assigned tasks to further develop the talent</p> <p>Supervisor learned of scholastic level of subordinates & pushed High School training where appropriate</p>	<p>Subordinates requested over-all development - supervisor encouraged them</p> <p>Refers inquiries to the technical expert under him</p>	<p>Supervisor insisted subordinate take courses even when subordinate was somewhat reluctant</p>	<p>Continually refused to send employee to training because of immediate work demand</p> <p>Assigned same subordinate to be in charge during his absence - neglecting development of all other subordinates</p>	<p>Opportunity to recommend subordinate for training - this supervisor did not recommend anybody</p> <p>Tried to do all work himself</p> <p>Tried to make all decisions himself</p> <p>Employee asked for training in procedures of adjacent operation - supervisor continually rejected the request</p>	Low
Medium						
Low						

Programs to train back-up for higher positions available - this supervisor told subordinate that subordinate would not be interested

GENERAL SUPERVISOR/MANAGER

EVALUATION OF PERFORMANCE

	1	2	3	4	5
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Periodically pointed out strengths & weaknesses in performance of subordinates & advised them of his expectations					
Was asked about performance of an employee - was able to specify instances of performance					
Held discussion session for each subordinate at time of formal evaluation					
Gave recognition for good job by subordinate					
Documents effective & ineffective performance of subordinates					
Medium					
Did not perform required formal evaluation in a timely manner					
Did not perform formal placement follow-up evaluation as required					
Low					
At annual performance review time - supervisor didn't inform employee of anything					
Supervisor never commented on performance, whether good or bad					
Proposed adverse action on subordinate based on continuous poor performance - had continually rated this employee as satisfactory or better					

GENERAL SUPERVISOR/MANAGER

SOCIAL AWARENESS/EEO

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
High	<div>Supervisor hired & promoted employees based on abilities rather than ethnic origin, religion, sex, etc.</div> <div>Requested to train disadvantaged youths hired for the summer</div>	<div>Supervisor said "Sure, O.K." when asked if he would train disadvantaged youths hired for the summer</div>	<div>Supervisor was voluntarily involved in community activities (such as Boy Scouts, etc.)</div>	<div></div>	<div>Supervisor said "Hell, no" when asked if he would train disadvantaged youths hired for the summer</div>
Low					

APPENDIX A

SAMPLE RATING FORM

PERFORMANCE EVALUATION RATING FORM

NAME				SOCIAL SECURITY NO.		PAYROLL NO.
CODE	P D NO.	POSITION TITLE	SERIES	GRADE	STEP	ANNIVERSARY DATE
WITHIN GRADE INCREASE <input type="checkbox"/> IS <input type="checkbox"/> IS NOT DUE FOR CONSIDERATION						

I. List specific accomplishments or noteworthy incidents (both positive and negative) during this reporting period. (Be sure to obtain relevant information from the ratee prior to completing this section. Use additional pages as necessary.)

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

II. Instructions for completing the Job Performance Rating Scales:

- A. Look up this job in the Rating Manual (Inst/Pub #_____).
- B. Rate this employee using the instructions and Worksheets in the Rating Manual.
- C. Transfer your marks from the Worksheets to this form.

RATING SCALE EVALUATION FORM

<u>SCALE</u>	<u>OUTSTANDING PERFORMANCE</u>				<u>UNSATISFACTORY PERFORMANCE</u>
	1	2	3	4	5
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					

III. In compliance with CSC regulations, it is necessary to make a global evaluative judgment of the employee's level of performance. For administrative purposes, this evaluation is based on only three categories:

A. Levels of Performance

1. **OUTSTANDING Performance:** Can give quality increase or sustained superior performance award. Only one monetary award given in any one 52 week period.
2. **SATISFACTORY Performance:** Ranges from marginal performance through acceptable competence to just below Outstanding. It does not automatically grant within grade increases, but it also does not preclude a monetary award.
3. **UNSATISFACTORY Performance:** If Unsatisfactory performance rating is contemplated, action should have been initiated to issue a 90-day warning. If this has not been done, contact Personnel Dept.

B. The level of performance of this employee during this time period is:

1. ☐ OUTSTANDING 2. ☐ SATISFACTORY 3. ☐ UNSATISFACTORY

IV. Performance evaluations are required at certain times, but may be submitted at any time. Certain administrative actions are based on performance evaluations. The remainder of this form is designed to obtain your recommendations on these actions.

A. Position/Job Description

1. Description adequately reflects work performed by incumbent.
2. New description is required since present one ~~is~~ inaccurate/outdated.

1. ☐ CURRENT & ACCURATE 2. ☐ NOT CURRENT

B. Within Grade Increases

1. Within grade increase will be processed.
2. Contact Personnel Dept. for assistance in preparing the notice for withholding within grade increase at least 75 days in advance of employee anniversary date.

WORK: 1. ☐ IS 2. ☐ IS NOT OF AN ACCEPTABLE LEVEL OF COMPETENCE

C. Salary Increase and Cash Awards (Quality increases or special achievement awards may be granted at any time)

1. High quality step increase.
2. Other awards, complete NavExos Form 12450/6.

I RECOMMEND: 1. ☐ HIGH QUALITY INCREASE -OR-

2a. ☐ SUSTAINED SUPERIOR PERFORMANCE 2b. ☐ SUPERIOR ACHIEVEMENT

2c. ☐ SPECIAL ACT OR SERVICE

I certify that the above named employee's position is necessary and that the position/job description and work performance are as indicated above; and that the information presented and the ratings given on this form properly reflects, to the best of my judgment, the performance of this employee during this reporting period.

SUPERVISOR/RATER's SIGNATURE		REVIEWING OFFICIAL		DATE	
*DATE PERFORMANCE DISCUSSED	EMPLOYEE's INITIALS	APPROVING OFFICIAL's SIGNATURE		DATE	

*APPEAL RIGHTS. The employee has 30 days from this date to appeal a SATISFACTORY or UNSATISFACTORY rating. 66

. APPENDIX B

SAMPLE NAVEXOS FORM 12450/6

AWARD RECOMMENDATION FOR SUPERIOR ACCOMPLISHMENT ACHIEVEMENT
 MAYEXOS 12450/6 (1-69) 0104-942-3960

TO: Incentive Awards Committee

(Ref: NCPI 450)

DATE: _____

I recommend that award consideration be given for the superior accomplishment herein described which was performed by the employee, or group of employees named below.

RECOMMENDED BY	POSITION (Shop, Dept., or Div.) AND NAME OF ACTIVITY		
EMPLOYEE (Name: Last, First; Badge or Payroll No.)	POSITION: Shop, Dept. or Div.	GRADE	ANNUAL BASE PAY

(Attach a list for additional employees)

1. BASIS FOR AWARD RECOMMENDATION

<input type="checkbox"/> SUPERIOR ACHIEVEMENT	<input type="checkbox"/> SUSTAINED SUPERIOR PERFORMANCE	<input type="checkbox"/> SPECIAL ACT OR SERVICES	DATE(S) OF ACCOMPLISHMENT
---	---	--	---------------------------

2. ESTIMATE OF BENEFITS

A. INTANGIBLE BENEFITS:				
<input type="checkbox"/> SAFETY	<input type="checkbox"/> IMPROVED METHOD	<input type="checkbox"/> MORALE	<input type="checkbox"/> OTHER (Specify)	
VALUE	<input type="checkbox"/> SLIGHT	<input type="checkbox"/> MODERATE	<input type="checkbox"/> HIGH	<input type="checkbox"/> EXCEPTIONAL
EXTENT OF APPLICATION				
<input type="checkbox"/> LIMITED	<input type="checkbox"/> LOCAL	<input type="checkbox"/> EXTENDED	<input type="checkbox"/> BRDAD	<input type="checkbox"/> GENERAL

B. TANGIBLE BENEFITS (In table below compute labor savings at actual cost.)

ITEM	LABOR			MATERIAL			TOTAL (Labor and materials)
	MAN-HRS. PER	DOLLARS PER	TOTAL	UNITS PER	COST PER UNIT	TOTAL	
FORMER METHOD		\$	\$		\$	\$	\$
NEW METHOD							
SAVINGS							

3. DESCRIPTION OF ACCOMPLISHMENT:

(If more space is needed, use reverse side, with this end of the page up.)

4. DOES THE SUPERIOR ACCOMPLISHMENT CLEARLY EXCEED NORMAL JOB EXPECTANCY?	YES	NO	6. IF IMPROVEMENT CAN BE USED ELSEWHERE, INDICATE WHERE			
5. IS PATENT INVESTIGATION RECOMMENDED?			<input type="checkbox"/> IN THIS ACTIVITY	<input type="checkbox"/> IN OTHER NAVAL FIELD ACTIVITIES	<input type="checkbox"/> IN BUREAUS	<input type="checkbox"/> IN OTHER GOV'T AGENCIES

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